

Oklahoma

English Language Arts

Academic Standards

 **DRAFT 3**

9th Grade



STANDARD 1: Speaking and Listening

Students will speak and listen effectively in a variety of situations, including but not limited to responses to reading and writing.

Reading

Students will develop and apply effective communication skills through speaking and active listening.

1.9.R.1

Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.

1.9.R.2

Students will ask and answer clarifying questions, make judgements and analyze information presented orally, through text or other media.

1.9.R.3

Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.

Writing

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

1.9.W.1

Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.

1.9.W.2

Students will work effectively and respectfully with diverse teams, exercise flexibility and willingness to make necessary compromises to accomplish a goal, assume shared responsibility for collaborative work, and value individual contributions made by each team member.

STANDARD 2: Reading Process/Writing Process

Students will use recursive processes when reading and writing.

Reading

Students will read and comprehend increasingly complex literary and informational texts from a variety of historical and cultural perspectives to create meaning.

2.9.R.1

Students will apply close reading strategies (e.g., multiple readings, annotation, attention to the meaning of individual words and sentences) to grade-level literary and informational texts to create and compare possible meanings.

2.9.R.2

Students will identify genre, connect and respond to texts, summarize, paraphrase, generalize, and synthesize texts.

Writing

Students will develop and strengthen writing by engaging in a recursive process which includes prewriting, drafting, revising, editing, and publishing.

2.9.W.1

Students will use a recursive writing process to write in all modes with a focus on narrative and informational.

STANDARD 3: Vocabulary

Students will expand their working vocabulary to effectively understand and communicate.

Reading

Students will build and apply vocabulary using various strategies to understand words while reading.

3.9.R.1

Students will apply knowledge of vocabulary, including connotation and denotation, to explain the effect of an author's word choice.

3.9.R.2

Students will expand knowledge of vocabulary to deepen understanding of grade-level text.

Writing

Students will apply knowledge of vocabulary to communicate through domain-appropriate abstract and concrete words.

3.9.W.1

Students will produce writing that incorporates figurative language, idioms, analogies, and word choice to expand on ideas to achieve a desired effect.

STANDARD 4: Critical Reading & Critical Writing

Students will apply critical thinking skills to reading and writing.

Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all genres (fiction, nonfiction, informational text, poetry, & drama) from a variety of historical, cultural, and global perspectives.

4.9.R.1

Students will evaluate the extent to which historical, cultural, and/or global contexts affect authors' stylistic and organizational choices.

Literary

4.9.R.2.A

Students will analyze texts for character development, archetypes, theme, and tone.

4.9.R.2.B

Students will interpret how themes are connected across texts.

4.9.R.2.C

Students will comparatively analyze textual forms and contents by making inferences about textual evidence drawn from multiple sources.

4.9.R.2.D

Students will evaluate textual evidence for supportability.

Informational

4.9.R.3.A

Students will analyze how the author develops a claim over the course of a work, assessing the reasoning and evidence.

4.9.R.3.B

Students will comparatively analyze textual forms and contents by making inferences about textual evidence drawn from multiple sources.

4.9.R.3.C

Students will evaluate textual evidence for supportability.

4.9.R.3.D

Students will apply two or more interpretive strategies to differentiate possible meanings of grade-level literary and informational texts.

Writing

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and voice.

Narrative (Grade Level Focus)

4.9.W.1.A

Students write nonfiction narratives such as memoir.

Informative (Grade Level Focus)

4.9.W.2.A

Students will objectively introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion, maintaining a formal style.

Argument

4.9.W.3.A

Introduce claim(s), recognize and distinguish from alternate or opposing claims, and organize reasons and evidence, using credible sources. Show relationships among claim, reasons, and evidence. Include a concluding statement that follows logically from the information presented and supports the argument.

STANDARD 5: Language

Students will apply knowledge of grammar and rhetorical style to reading and writing.

(As students progress through grade levels, expectations increase and include the components of previous grade levels.)

Reading

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

5.9.R.1

Students will analyze the function of parallel structure, various types of phrases and clauses to convey specific meanings.

5.9.R.2

Resolve the function of active and passive voice.

Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

5.9.W.1

Students will compose texts with appropriate mechanics in their writing with a focus on punctuation marks as needed.

5.9.W.2

Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas.

5.9.W.2

Students will use parallel structure.

5.9.W.3

Students will identify and use various types of phrases (appositive, adjectival, adverbial, participial, prepositional) and clauses (independent, dependent; adverbial) to convey specific meanings and add variety and interest to writing or presentations.

STANDARD 6: Research

Students will engage in inquiry to acquire, refine, and share knowledge.

Reading

Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

6.9.R.1

Students will use their own viable research questions and well- developed thesis statements to find information about a specific topic.

6.9.R.2

Students will evaluate and select the most relevant resources from both primary and secondary sources (print and/or digital).

6.9.R.3

Students will follow ethical and legal guidelines for collecting and recording information.

Writing

Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, and presentations for multiple purposes.

6.9.W.1

Students will formulate and integrate findings from multiple sources clearly using a well- developed thesis statement.

6.9.W.2

Students will quote, paraphrase, and summarize while accurately citing sources and avoiding plagiarism.

STANDARD 7: Multimodal Literacies

Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

7.9.R.1

Students will determine the intended purposes of the tools and techniques used for rhetorical effects in written, oral, visual, digital, non-verbal, and interactive texts to generate and answer questions and create new understandings.

Writing

Students will create multimodal texts to communicate knowledge and develop arguments.

7.9.W.1

Students will create multimodal content to engage specific audiences.

STANDARD 8: Independent Reading and Writing

Students will read and write for a variety of purposes, including but not limited to academic and personal ones, for extended periods of time. Students will integrate the other standards when reading and writing.

Reading

Students will independently read for a variety of purposes and for extended periods of time.
Students will select appropriate texts for specific purposes.
Students will integrate the other reading standards when reading on their own.

8.9.R.1

Students will select appropriate texts for specific purposes, read independently for extended periods of time.

8.9.R.2

Students will analyze the extent to which the other 7 ELA Standards affect their reading practices.

Writing

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task. Students will integrate the other writing standards when writing on their own.

8.9.W.1

Students will write independently for extended periods of time, vary their modes of expression to suit audience and task, and draw appropriate conclusions.